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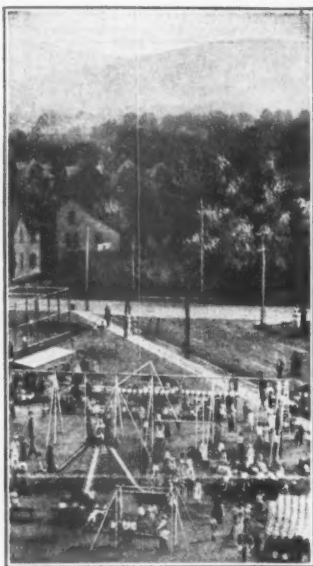
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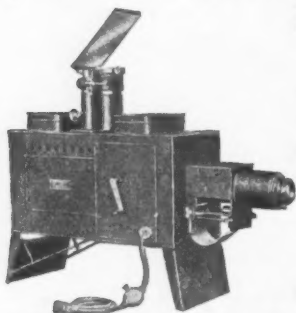
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## CONTENTS

### Editorial:

Realizing on Our Investment.....	128
School Legislation. <i>E. Morris Cox</i> .....	130
Teaching Reading on a Practical Basis. <i>Hilda M. Holmes</i> .....	131
A California Song. <i>Mrs. Mattie B. Tenney</i> .....	133
California Council of Education—Committee Reports:	
Americanization and Registration of Minors. <i>Lewis B. Avery</i> .....	134
Evening Schools. <i>Lewis B. Avery</i> .....	134
Teachers' Retirement Salary Law. <i>Wilhelmina Van de Goorberg</i> .....	134
Affiliation with the National Education Association. <i>W. L. Glascock</i> .....	134
Teachers' Registration and Placement Bureau. <i>W. L. Glascock</i> .....	135
Vocational and Part-Time Education. <i>Robert J. Teall</i> .....	135
Vocational Opportunities for Girls. <i>Sara L. Dole</i> .....	135
New Section C. T. A. Formed.....	136
The Part-Time Education Club of Long Beach. <i>Agnes Wolcott</i> .....	136
You Talk Too Much.....	137
Convention of High School Principals. <i>Guy Hudgins</i> .....	138
Educational Literature .....	139
Notes and Comment.....	143



# EDITORIAL



**N**O country in the world, probably, makes more ample provision for schools than does the United States. The states vary considerably in their sense of this obligation; but

## REALIZING ON OUR INVESTMENT

the basic character of education in the life of a democracy is conceded. In most parts of the country the school term is lengthening, there are increasing investments in equipments, millions are invested in school buildings, teachers are better paid than in any other western nation. For our 20,000,000 schoolable children, the country spends approximately one billion dollars annually. To make the school attractive to more youth, shops and laboratories, and worthwhile constructive ventures are added to the curriculum of training exercises, until it would seem that every youthful taste and faculty might find their appeal. In most states now, free schooling may be had up to 16 years of age, for both boys and girls, in rural as well as urban centers, for typical and atypical individuals, at the common charge of the state or the community.

**N**OMINALLY the system provides for nine months annually; but the average number of days of school provided annually by law in the United States is a fraction less than eight and a half months,

## WASTEFUL ATTENDANCE

varying from 193 days (9.7 months) in Rhode Island, to 113 days, or less than 6 months, in South Carolina. California stands a fraction above the average for the entire

country. But the pathetic thing is that, counting in any territory (district, state or the United States), the number of days actually attended, and the days not attended by children who might be expected to be present, more than 25 per cent of the school term is wasted. Three only, out of every four pupils, in any one day, use the privileges provided so lavishly by the State. This wastage, too, varies greatly in the different states. In Indiana, it is but 7 per cent; in California, 28.5 per cent; and in a half dozen southern states, 37.5 per cent. Measured by money standards (one of the least important), the loss is appalling. It appears that the aggregate waste, because of this discrepancy between the schools' membership and the daily absence is nearly \$200,000,000. In California this amounts to \$9,723,000; in New York State to nearly \$18,000,000. Thirteen states show an average annual loss, because of such absence, of from \$5,000,000 to \$18,000,000, each. In Kentucky, of \$8,380,000 expended for 150 days of schooling, nearly three and a half million, or 41.8 per cent, goes to waste, because people do not use the accommodations provided. Together, the state and the local community pay for four units of service and receive three. It would be quite as sensible to buy 3200 miles of transportation when only 2400 are to be used. For a certain school district 1000 seats are provided and all of them used more or less, but only 750 all of the time. Besides this, allowing 35 pupils to the teacher, 28 teachers are employed, but, because of the much absence, 21 teachers could do the work and not exceed the original quota per teacher.



**B**UT there are greater wastes and more serious ill effects than these.

The scrappy and inarticulate school experience; the loss of interest in lessons; thinking schooling a mere by-play, an incident, not a shaping

**INJURY TO** incident either, in one's  
**PUPILS** life; the necessity of repeating lessons for the

benefit of the irregulars; and the consequent forming of habits of indifference to studies, of illogical and broken thinking, lack of perseverance and sticking to a job till it is finished,—these are alarming results to contemplate. The effects upon the individual are bad enough, but are inevitably passed on to society,—the confusion of the important and unimportant in life, careless thinking and judging, superficial and transient interests, and habits of unconcern for the general welfare. In a system providing an eight months' school term, 200 to 250 of the thousand children enrolled, will have been present barely six months; in Alabama less than five months. And 200 days' absence scattered through the term can have evil effects only, upon pupil and teacher. Such unreliable, unpredictable attendance tends to break the lessons into shreds, and disrupt whatever of interest the pupil may have had. Any ever so little careless or avoidable irregularity not only perpetuates but multiplies itself. Every teacher knows that an absence of one or two days each week, or four or five days lost every month, are sufficient to spoil an otherwise well-intentioned and capable pupil. And if 20 per cent of the school's children are thus handicapped by wasteful handling not only the individual pupils but society and industry and government and the stimulus of culture of the next generation will suffer the consequences.

**T**HERE are two instruments in the hands of officials and the community to effect a fuller realization of the purposes and possibilities and wholesome effects of any real education through the

**COMPULSORY** improvement of the ex-  
**SCHOOL** isting schools that  
**ATTENDANCE** they may be made worth while for the

pupils that are there, and at the same time more attractive to call in and hold others that should be there; second, an enforcement of the laws (now found in every state), providing for attendance within fixed age limits. "If all citizens were wise enough to understand the importance of education (writes H. R. Bonner) there would be no such laws. But all men are not wise, and all parents do not comprehend the significance of education; and it becomes necessary for the state to assume the responsibility of providing an educated citizenship, notwithstanding parental indifference. It must not only maintain adequate schools at public expense, but it must, as a matter of self-protection, see that all educable children receive the enlightenment that those schools offer." In too many localities the attendance laws function badly. Village and rural schools suffer, as do many of the cities. Attendance officers are careless, or themselves ignorant of the importance of their duties; or they lack the support of an intelligent public sentiment, or they lack the machinery for properly carrying the law into effect. In one way or another, for one or another reason, too many fall by the way.

The Bureau of Education reports a recent study of 80 city school systems showing that "at the age of 13 only 85 per cent of the children who should be attending public schools are actually at-

tending. At the ages of 14, 15, and 16, the corresponding percentages are 65, 41, and 24, respectively. These percentages show that there is a greater tendency for city boys and girls to drop out of school than for those living in the rural districts. This condition is to be expected, since greater opportunity to secure employment prevails in cities than in the rural communities. School mortality at these ages in city schools constitutes a problem of vital concern. The 'critical period' in school attendance begins, therefore, at the age of 14," but that 15 out of every hundred thirteen-year-olds should outwit their parents, or that both of them should evade the officers constitute a poor showing. In the rural and village districts the situation is bad enough. Of the 48 states, but 28 require attendance for the full term of school. Eleven of these states exact attendance for 80 days or less. All of which goes to show that the provision and equipment of schools can be of little use compared with getting and keeping everybody there who, under the law, should be there. How to assure the public of the full benefit to accrue from this billion dollar annual investment is one of the big problems yet to be solved.

THE Legislature at this writing, March 1, has been reconvened for several days, but they have been so occupied with the "King Bill" that nothing of importance has taken place regarding

#### SCHOOL

#### LEGISLATION

school legislation except as this is involved in the "King Bill." The educational forces are interested not only in the funds necessary to make Amendment No. 16 fully operative but also in adequate support for our normal schools and University, particularly the School of Education, and adequate salaries for the

employees of the State Board of Education and county superintendents. Some of these are directly involved in the outcome of the "King Bill."

About the time that this issue reaches the readers, the actuary employed by the State Board of Education with the assistance of the California Teachers' Association will have made his report. We know before this report is rendered that it will show the necessity of increasing the revenues for the Teachers' Retirement Salary Fund. Senate Bill 454, introduced by Senator Frank Carr, embodies many changes that have, from time to time, been proposed. This bill or a similar one must be amended in the light of the report made by the actuary. The attention of teachers and teacher organizations is solicited for this bill.

E. MORRIS COX.

THE first meeting of the representative Council of the Bay Section, C. T. A., under the new plan of organization ratified at the last general session of the Section in October, was held at the High School of Commerce building, San Francisco, on February 12th. President Walter T. Helms officiated as chairman. Representatives attended from all parts of the Bay region. Discussion of plans for the next general session led to tentative conclusions to hold the convention in the middle of October in San Francisco or Oakland. Secretary W. L. Glascock was unanimously re-elected to the position which he has so ably filled for the past five years.

THE comprehensive report on the school system of California by the Special Legislative Committee on Education, headed by Senator Herbert C. Jones, has been referred to frequently in recent numbers of this magazine. The State Printing Office has now published the report in a 96-page edition of 20,000 copies for distribution, obtainable through application. The Committee's findings are elaborated in an introduction, five chapters, and an appendix, the expository matter of the text being reinforced by numerous charts and tables. The several chapters are devoted to (1) State educational organizations; (2) county educational organizations; (3) the problem of teacher training; (4) high school and junior college; and (5) a better equalization of funds. This report is worthy of study by all interested in the development of school policies and administration.

## TEACHING READING ON A PRACTICAL BASIS

HILDA M. HOLMES,

San Francisco State Normal School

APPARENTLY the methods of teaching reading are legion, yet a careful consideration of them will resolve them into two,—one the so-called mechanical, the other, the thought method. Either of these may be aided by phonics, but that brings another factor into the case which it is not the aim of this article to discuss.

There are primers which drill a small vocabulary by a mechanical repetition and a gymnastic transposition of words frequently void of meaning and often ridiculous. There are primers only a degree less mechanical which, by presenting a skeleton of a story, written in an attenuated style, provide much drill—and a modicum of sense. Also there are the vandals who present a gem of poetry to be learned by the pupil, followed by an inane word drill.

Then there are those who base the reading material on the child's activities, using action sentences, e. g., John, run to the door, etc., giving an amount of physical activity entirely disproportionate to the amount of reading accomplished. There are high-souled enthusiasts who, scorning any approach to the mechanical, claim to teach reading through the getting of thought from the start. And lastly, there are those who claim to appeal to the play instinct, and who spend hours dramatizing, preparatory to reading a few detached sentences.

After all, we want the child to learn to read. That involves two factors: the thought-getting and the recognition of words, both equally important. Why then should 90 per cent of us be so scornful of the teaching of words? It is surely a matter of paramount importance that the child acquire a vocabulary of common words which will give him power to attack fresh material. The mistake frequently made seems to be that of mixing up the drill upon words with the context, thus spoiling the thought.

Are children interested in sight words? Their interest may be aroused in that as easily as in anything else in their environment. If anything, the idea of lack of interest in sight words lies in the teacher's mind. The teacher is apt to be impatient, often unconsciously, to have the pupil reading with ease and fluency, and she feels that this preliminary part is a mechanical, uphill drive. The child, however, has a different attitude, unless the teacher

spoils it. Up to the present he has imitated the actions of his elders as they read. But the door to reading was closed, and he knew it. He is conscious that his efforts were make-believe. He starts to learn sight words, and for the first time the symbols on the printed page become significant to him. His interest is aroused. The knowledge also, that he is to have a story to read for himself as soon as he learns these given words, is a stimulus. And finally, he comes to the story from which all obstacles have been removed, and what is better still, he never knew any word as an obstacle—and he makes the discovery that he can really read, and that it is not hard.

In the case of reading by thought-getting, the child learns by memorizing; and presently, by means of visualization, the words become differentiated. But his path is full of obstacles, and when a child taught by this method is asked to read, he is prone to say: "But I haven't learned that yet," because he has had the frequent experience of a new page meaning nothing to him, until after memorizing, it has gradually clarified. On the other hand, a child who has been enabled to acquire a capital of sight words is willing to attack anything.

It is not only necessary that the child acquire a common vocabulary, but it is also important that the child's earliest association with reading should be pleasant; so that no complex regarding the difficulty, or lack of interest of the subject may form in his mind. To accomplish this, all obstacles should be removed so that the child may read his first story with ease; thus getting a great amount of pleasure, not only from the story, but also from the delightful discovery of his power.

How deeply should we go into the teaching of sight words? How many should be necessary before a child reads a story?

In an investigation carried out at the San Francisco State Normal School, a list of words was made from the Primer and Books I and II of the State Series Readers (Free & Treadwell). Tabulations were then made showing the number of times each word occurred in each story throughout the three books. It was discovered that most of the nouns occurred in one story only. After discarding the nouns a new list was made consisting of the words most frequently occurring. Two types of



words were listed, viz., those which occurred hundreds of times and so were obviously common; and those which occurred less often, but in enough stories to show that they were necessary. E. g., "heard" occurred 45 times in 18 stories out of 39 stories, so was included. "Stop" occurred 52 times but was not included in the list because it occurred in only five stories.

Having determined the common word list, the list was split into units of twenty words. These were taught by means of testing. The procedure of the test is as follows: the child places a mark beside the words he recognizes in the given time—three minutes. Later, the teacher asks him to tell her the words he knows.

As the tests are given so that the child may beat his own record and measure his growing power, all emphasis being placed on what he does know, and not on the negative side, his interest in acquiring sight words is constantly stimulated. His work is compared with his past record and the slowest child thus receives recognition of his achievement instead of an embarrassing comparison with the brighter children in his group.

These tests of course afford one means of motivating the child, and a very effective one, too, appealing as they do to the desire to dominate a given situation and to the competitive instinct. But there are other means, varying with conditions. There are also many motives. These are the child's, and are entirely different from those of the adult. They also vary according to the individual differences in the children themselves. Thus it is impossible to motivate 100 per cent of a group by the same means.

It is seldom of use to question children regarding their motives, but sometimes one discovers indirectly that one child likes to be at the top of the class record, that another wants everyone to have a full score, that another likes to pick out words in the newspaper for his father, that another wants a certain book, and that another enjoys taking the tests, etc.

Children must first know what the course of study is. The work must be split into goals, understood by each child, sufficiently immediate not to strain his interest, and within his attainment. The stage being thus set, the child will supply a motive which may be a logical one, but which is equally liable to

be one totally incomprehensible to the teacher. In either case, however, the child being motivated, the way to learning to read is clear.

It may be objected that the words for our common list were chosen from the Free & Treadwell Series. However, it will be found that primers and first readers drill a common vocabulary, the main differences in which, consist in the nouns used, shown by a comparison of the Free & Treadwell I with the Progressive Road I. The total vocabulary of Free & Treadwell I is 692 words; that of the Progressive Road I, 579. The words common to both are 363, and the words peculiar to Progressive Road I, 216. The words not common to both books will be found on examination to be mainly nouns.

The records of the tests show interesting differences in the children's rate of progress, e. g.: In a receiving class the most rapid child covered the whole course of sixteen tests, comprising 320 words, and including the low second grade word list, in the same time that the slowest child in the same class completed three tests. The common word list is completed in the second grade. After that, the child, with this foundation, with the aid of phonics and his understanding of the context, broadens his field of reading for himself.

So much for the mechanical side of reading. How to discover whether the child understands what he is reading is another matter. Under our prevailing method of asking questions about the story there is no doubt that children are often unjustly marked down as not understanding what they read. This apparent lack of understanding may be due to three causes:

- a. Inability on the part of the child to recognize certain words.
- b. Lack of power to express himself.
- c. The asking of non-essential, or of subjective questions on the part of the teacher.

In fairness to the child the questions should be standardized, so that such an important matter as a judgment of his powers of comprehension should not be dependent on the teacher's caprice.

How can we supplement a child's lack of power of expression without prompting him, or suggesting the answer to the question? A study of some of the present-day intelligence tests, particularly of the Otis and Columbia



tests, will suggest an answer. In these tests, questions are asked on certain facts. The person being tested is not required to think out a suitable phrase in which to couch his answer, but several answers are listed and all that he has to do is to choose the best answer to the question. The following sample questions show how we have adapted some of the Otis and Columbia tests for the purpose of discovering whether the child has appreciated the facts of the story.

Underline the words which answer the question:

Did the fisherman live by the fence, palace, sea, field, town?

Did the fisherman's wife want a cottage, hen, cat, castle, dog?

Did the fisherman want to be king, prince, queen?

Put a cross before the best answer to the question: Why did the fish make the fisherman's wife live in the little hut again?

Because she liked the little hut.

Because she was greedy and wanted too much.

Because the fisherman did not like to be rich. The fish spoke to the fisherman. true—false.

The fish said: "I am not a fish, I am a dog." true—false.

The fisherman's wife liked to live in a little hut. true—false.

The fisherman did not want to be king. true—false.

By experimenting, it was found that type one seems best suited to children of the second grade. Type three adds the factor of a strong counter-suggestion in those statements which are incorrect—often confusing to the child. Type two is apt to go into inferences. Often a story implies the reason for the outcome without stating it, as in this story. It is therefore not a true test of a child's comprehension of facts, to question him as to what he has inferred.

In the low first grade where, early in the term reading is not sufficiently a tool for us to be sure that a child understands even the question on his comprehension of the story, pictures were used. The salient point of the story was illustrated both correctly and incorrectly, thus giving several pictures, only one of which correctly portrayed an action in the story.

To illustrate: Our set of pictures for the

story of "The Little Red Hen," consists of: 1. The hen eating the bread. 2. The animals eating the bread. 3. The dog carrying the wheat to the mill. 4. The pig cutting down the wheat. The only correct picture is the first named, and as the 50 per cent guess is eliminated, if the child choose the right picture, we may be sure he has the point of the story.

To sum up, it has proved worth while to scientifically discover which sight words are necessary as a foundation for reading and to teach them in as direct way as possible, because:

1. The child rapidly acquires a capital of necessary words, which gives him real power to read.
2. Obstacles are removed before the child sees the story, so that he really reads whenever he has his book.
3. The child is enabled to give his entire interest to the story.
4. a. His attention is not distracted from the story by mechanical difficulties.  
b. The thought element is thus not neglected.  
c. Standardized tests may be used for testing the child's power of comprehension of the thought.

#### A CALIFORNIA SONG

##### California the Land of My Dreams.

(Written especially for the Eureka Choral Society by Mrs. Mattie B. Tenney.)

Tune: "Believe Me if All Those Endearing Young Charms."

O, fair California—the land of my dreams!  
Whether native, or stranger, or friend,  
Let me wander today by thy cool shady streams  
Where the blessings of nature descend.  
As the mountain hart drinks the cool draught  
from thy spring,  
So my soul fills with praise of thy theme;  
Of thy flowers, and verdure, and birds, let me sing—  
California—the land of my dreams.

California, I love every treasure you hold,  
God ordained you no secret to hide;  
They are mine, these sequoias, and trout  
streams, and gold,  
And the glorious ocean beside;  
All the bird songs are mine and the pleasures  
you give,  
Mine to wander in peace by your streams;  
By the mist-covered mountains and vales let  
me live!  
California—the land of my dreams.  
—From the Blue Bulletin.

## CALIFORNIA COUNCIL OF EDUCATION—COMMITTEE REPORTS

### Americanization and Registration of Minors

Your Committee recommends:

First: The gradual but systematic replacement of the term Americanization by the term "Citizenship." We believe it to be less liable to be misunderstood and misinterpreted by those for whom this work has been carried on. And we further believe that citizenship is a broader term that may include so-called Americanization for Americans, quite as essential as Americanization of foreigners.

Second: We believe that good citizenship should be stressed in all our schools and the responsibilities of representative government should be demonstrated in the operation and the community activities of every school insofar as the maturity of the pupils makes this possible.

Third: The law at present requires home teachers to be paid from district funds only, thus placing a handicap upon the employment of such teachers. We would recommend that the law be so amended, if possible, that home teachers may be paid from the same funds as other teachers of the elementary and high schools.

(Signed)

C. J. DuFOUR,  
HENRIETTA VISSCHER,  
ELLA G. McCLEERY,  
LEWIS B. AVERY, Chairman.

Report approved.

### EVENING SCHOOLS

In a report to the California Council of Education from the Evening School Section of the California Teachers' Association, Bay Section, October meeting, 1920, it was pointed out by a Committee headed by Lewis B. Avery, that there are three respects in which the evening schools of California should receive immediate assistance through modification of the law:

(1) The organization of the evening high schools extending not only through the evening but through the continuation classes of the day, should establish a line of demarcation between the work which is particularly framed with the education of adults in view and that which is intended for adolescents. This end could be easily met in a practical way by omitting the word "day" from that portion of the law (Section 1750-C) which states that the high school board may establish and maintain in connection with any "day" high school special day and evening classes.

(2) For the most part the few textbooks required in the evening high schools are of a strictly technical nature and not of the type used in the day school. The High School Free Textbook Law should be so amended as to apply to day high schools only, excepting that pupils compelled to attend schools in the evening shall be supplied with free textbooks, and that in other cases the local board of education be given the decision in the matter.

(3) The evening high school attendance is of necessity fluctuating, the enrollment of different persons during the year frequently being double the day attendance and more than this in many cases. In a considerable degree this is to be expected and is permissible; but it is, in part, due to lack of serious motive. A small fee or deposit would largely cure this difficulty and would materially increase regularity if that fee could be made returnable on some basis of attendance. Means should be devised to make such a change legal.

The recommendations in the report along the above lines were approved by the Council.

### Teachers' Retirement Salary Law

The committee recommends that the Council go on record in regard to the following general principles as expressive of the attitude of the teaching body, on revision of the Retirement Salary Act:

1. That whatever revision is necessary to place the Retirement Salary Act on a sound financial basis be approved.

2. That should it prove necessary to increase the revenue for this purpose, the teachers favor an increase in the contribution both from the State and the teachers, such as would preserve the present ratio between them.

WILHELMINA VAN de GOORBERG,  
Chairman.

Report approved.

### Affiliation with the National Education Association

1. As per motion at our last meeting, the California Teachers' Association has applied for affiliation with the N. E. A.

2. For purposes of representation and united action the Council of Education represents the California Teachers' Association.

3. Therefore, the Council of Education should elect the C. T. A. representatives to the N. E. A.

4. Such representatives should be apportioned geographically, according to the N. E. A. membership.

5. Representatives to the Council from the different sections should nominate the N. E. A. representatives apportioned to their section.

6. For purpose of stable organization the President and Secretary of the Council and the State Director should be ex-officio the first three representatives to the N. E. A. (The State Director for the N. E. A. is elected at the annual meeting by the active members there present.)

7. Since emergencies arise at the last minute the President of the Council should be authorized to appoint N. E. A. representatives to fill vacancies caused by resignation or by inability to attend the annual N. E. A. convention.

8. California and other Pacific States will be unable to have proper representation at the N. E. A. meetings unless the N. E. A. will provide a method of paying the expenses of the representatives. Therefore, let us instruct our Board of Directors to urge the N. E. A. officials

to provide an early solution to the matter of representatives' expenses.

9. There are 2500 C. T. A. members who are also members of the N. E. A. We are entitled to one representative for each 100 members up to 500, and one for every 500 members thereafter. We will, therefore, have nine representatives to the N. E. A. Considering that the President, Secretary and State Director are ex-officio members, it leaves six to be selected by the Council.

Bay Section—1187 N. E. A. members.

Southern Section—1129 N. E. A. members.

Other Sections—35 N. E. A. members.

10. If there is any educational organization in California which has 100 active members in the N. E. A., or a major fraction thereof, that organization is entitled to a representative, even though these N. E. A. members have already been counted in the C. T. A. representation.

W. L. GLASCOCK, Chairman.

Report given full consideration and laid over to April meeting.

#### Teachers' Registration and Placement Bureau

The blanks which you hold show that the recommendations of the committee at the last meeting are being put into effect. In addition to the recommendations made at that time, we desire to add the following:

1. President Cox and Secretary Chamberlain have, on many occasions, recommended that the Association have two offices, one at Los Angeles and one in San Francisco. In order that the Registration Bureau fulfill its proper function, such office should be established in Los Angeles and handle the business of the Teachers' Registration Bureau for the southern part of the State.

2. The Teachers' Registration Bureau is one of the interests of the California Teachers' Association. Its office should be connected directly with the office of the Association. Therefore, we recommend that the present Berkeley office be transferred to rooms adjacent to the regular offices of the Association.

Report approved.

W. L. GLASCOCK, Chairman.

#### Vocational and Part Time Education

At the Oakland meeting of the State Council, held last April, your committee recommended in its report that an adequate annual registration of minors be provided for by law. Your committee was instructed at that time to bring in a further report making more definite recommendations to that end.

Since that time the State Board of Education has gone on record as favoring a periodic registration of minors. Officers of the State Board are, however, not agreed on the frequency with which such a registration should occur, nor on the manner of making it. Your committee, after conference with school executives, makes the following recommendations:

We recommend a registration of minors to occur once each two years, in the month of November. We recommend that the enumerators who conduct this registration be appointed by County Boards of Supervisors, on the nomination of County Superintendents of Schools, that they work under the direction of County Superintendents and be paid from county school funds.

We recommend further that whenever parents or guardians of minors move into any school district of this State, they be required to register the minors in their charge immediately, or if schools are not in session, then at the opening of school, with the teacher or principal at the nearest school house in their district.

A. J. CLOUD,

ROBERT J. TEALL, Chairman.

Report approved.

#### Vocational Opportunities for Girls

Resolved, That we invite the co-operation of the Committee on Vocational Education and that we request the State Board of Education to include in its budget for 1921-22, provision for another woman in the Vocational Department of the State.

Furthermore, we advise the appointment of a woman possessing nation-wide experience in the vocations suitable for girls and women, to the end that such vocations be "stimulated, promoted and developed."

SARA L. DOLE, Chairman.

Miss Dole presented a part of the committee report, the following extract from the Report of the Committee on Women in Industry, by Cleo Murtland, chairman, University of Michigan:

"Since stimulation, promotion and development of vocational education is of paramount importance in the ever-widening horizon of women's employment, a staff of workers commensurate with the importance of the problem should be provided by both the State and Federal authorities. Each regional field should have a woman agent for industrial education charged with the duties of stimulating and developing teacher-training courses and all-day, part-time, and evening vocational courses for which the Federal Vocational Education Act provides.

"Each State should have a woman in charge of industrial education for girls and women, charged with the duty of stimulating and developing the work within the State as outlined by the State Board and approved by the Federal Board for Vocational Education."

Report approved.

ON March 15-17 there is to be held at Fresno the annual meeting of the California Teachers' Association, Central Section. Counties participating will be Kings, Madera and Fresno. An attendance of not less than 1500 is expected. From outside the district, President Barrows of the University and Dr. Reinhardt of Mills are programmed for special addresses.



## NEW SECTION C. T. A. FORMED

**R**EPRESENTATIVES from the north coast counties met in conference during the annual meeting of the high school principals at San Rafael February 9. All present at this convention from the counties concerned were asked to be present. The purpose of the conference was to consider the forming of a North Coast Section of the C. T. A. There were present at the conference A. O. Cooperrider, Principal High School, Arcata; George C. Jensen, Principal High School, Eureka; Arthur Young, Principal High School, Weaverville; N. B. Van Metre, President Humboldt State Normal School, Arcata; George B. Albee, Superintendent of City Schools, Eureka; Arthur H. Chamberlain, Executive Secretary, California Teachers' Association.

There was prolonged discussion as to the needs of an association for the teachers of Humboldt, Del Norte, Mendocino and Trinity Counties. It appeared from the conference that the matter had been discussed in detail by many school people in this section for a considerable time. Owing to the difficulties of convening a representative group for the consideration of the plans in question, a tentative organization was formed, Mr. Chamberlain acting as chairman. Officers were elected

as follows: Mr. Cooperrider, president; Mr. Jensen, secretary-treasurer; for vice-presidents there were named James M. Hamilton, County Superintendent, Del Norte County; Robert A. Bugbee, County Superintendent, Humboldt County; Roy Good, County Superintendent, Mendocino County, and Lucy Young, County Superintendent, Trinity County.

As an executive committee there were named Mr. Cooperrider, Mr. Jensen, Mr. Albee, Miss Louise Herman, classroom teacher, Fortuna, and Mr. Bugbee, County Superintendent, Humboldt County.

It was decided that the meeting of the association should be held at Eureka early in the fall, beginning in the early part of October, if possible.

A simple form of constitution will be framed by the officers and executive committee and submitted to the meeting next fall for ratification. It is expected that it will be possible to co-operate with one of the other sections of the Association in securing one or more speakers for the general program. Already there are a considerable number of teachers in the north coast counties who are members of the California Teachers' Association. Effort will be made to secure a hundred per cent membership.

## THE PART-TIME EDUCATION CLUB OF LONG BEACH, CALIFORNIA

**T**HIRTY-ONE girls and thirty-five boys have organized the Part-time Education Club of Long Beach.

These boys and girls are in the special part-time classes four hours a week. Most of them come to the high-school plant Saturday morning from 8 to 12 and hence the special opportunity for strong organization. The center forty minutes of this period is devoted to recreation and citizenship. Once in two weeks we have recreation, during which time boys and girls are separate and have special talks, games, etc. Alternating with this we have assemblies. The boys and girls meet together and civic problems pertaining to their own work or to the world at large are discussed.

The classes which will meet at other times are the sections of the club. For instance, at present we have a Wednesday morning section in the business district. In all probability we shall soon have a young matrons' section, and another section in the industrial district. How-

ever, no matter how many sections may develop, they shall have the advantages of the club, which means social organization and the strength of unity.

We have the usual four officers and three committees. The membership committee is to get others, who are eligible, to join the club. The program committee is to arrange for the assemblies and to consider the establishment of other units of instruction. The social committee is to arrange for parties and other social gatherings.

The executive committee consists of the four officers, the chairmen of the committees, and the chairman and secretary of each section, one member of the faculty (the different members take turns in coming to the executive meetings), and the director-coordinator.

The policy adopted by this body is co-operative government in which the minors and the faculty work together for the welfare of the minors. In fact, this is a welfare com-



mittee and thus far has met once a week.

The constitution is being written by the members of the English classes. Mrs. J. S. Dyer, their instructor, is conducting this work in a very interesting way. The executive committee, with her help, has outlined it and now the boys and girls are writing the several sections.

The committee will choose the best work for each section. In this way the constitution will truly be a product of the club members themselves. Some may be interested in a few samples which were written for the object of the club. All of them are not at hand and one has not been chosen for the constitution as yet.

One boy writes: "The object of this club is, that we are trying to have a good time besides earning money, and trying to get an education. Let this club be known all over town and show them what we are."

Another boy writes: "The object of the Part-time Education Club is to work and go to school. Going to school a few hours a week helps you in your work and helps refresh your mind on educational matters. The main object is, all stick together and have a good time."

A girl writes: "The object of the club is to gain an education in a joyful spirit and at the same time carry on the business in which one is engaged."

While another boy writes: "The object of this club is to have a chance to become acquainted, to be able to obtain an education in the line of studies we need most for our work, and to become good citizens of the U. S. A."

As there was no class discussion beforehand do not these show that our sixteen-year-old boys and girls have caught the real spirit of the Part-time Education Act?

AGNES WOLCOTT,  
Director-Coordinator.

## YOU TALK TOO MUCH

From the Sidelines

**I**S this an accurate accusation, or have I tried to generalize from a very limited observation? Then let me change my accusation and let it take the form of simple inquiry, which you may answer as you will. The question then is, Do you talk too much?

You notice that I have put the question in the second person. This is because I am asking it from the sidelines, an interested onlooker, within smell of the battle smoke.

And there have been real operations, both in the direct line of battle and skirmishes by detailed contingents, of which I have been the eye witness—and the ear witness. It was on the ground of being an ear witness that I was forced to admit that the attacks were fairly lost to the powers that be and that sit in judgment on teachers seeking positions.

When a bright-eyed, eager, well dressed little lady, with fine recommendations for art work, awakens only censure in the administrator from whom she seeks approbation and employment, because she greets him with an avalanche of words, I cannot help but feel sorry.

When a large, capable man, who is willing to give freely of his knowledge and his enthusiasm to your school system, is absolutely refused the opportunity, because he tried to tell all that he had done and could do and would do, in the first interview, you, that is I feel like saying, Curse the talk.

When an able, truly able woman, stays so long, when she comes to make application, that "he" has to indicate that he has no more time to give, how can one help but wonder if she also talks and talks in her classroom?

When a quiet, well mannered man, of considerable culture, says, in speaking of a lady member of the school board, "I took an hour and a quarter of the dear lady's time," and I notice, by the way in which he has settled himself in the Morris chair, that he is planning to take at least an hour and a half of the "dear man's" time, I quiet an impulse to put a friendly hand on his shoulder and say, My dear fellow, you are talking yourself out of a position.

Then, when a man no better looking, no better dressed, no better "nothing," except an atmosphere of conciseness, sureness and positiveness, comes and, in a few words, states his case and leaves, without having destroyed the tone of that atmosphere, it does not take any clairvoyant's power to know that he will create the same impression on school board and superintendent—in fact, he is even now elected.

Now, back to my question, Do you talk too much? Has this same thing been happening all over this fair state of ours, or are these instances (all fresh ones this summer) just the exceptional cases? I would like to think so; but there have been other summers and other

climes and it's some years since I took up my position on the sidelines. Frankly, my mind no longer asks the question, but boldly challenges, You are talking too much.

So, I often find myself philosophising on this tangent. Talking is unquestionably a large part of a teacher's business. Then, ought it not be a regular part of one's training to know how and when and how much to talk, and how and when and how much to pause? In all public speaking, lawyers, orators and readers rec-

ognize the power of the pause, and study carefully how to use it aright.

The pause! This summer, I have almost found myself writing eulogies to it. It seemed as if I could memorialize it as the reserve power, the lost chord, the missing link, or the consciousness of heaven. At least, it seemed to be the one thing altogether lovely—and missing.

Now, Do you talk too much?

A CALIFORNIA TEACHER.

## CONVENTION OF HIGH SCHOOL PRINCIPALS

GUY HUDGINS

San Mateo Union High School

A convention of educators that provoked the animated discussion of educational problems and the statewide press comment on its deliberations that the state convention of high school principals at San Rafael, from February 7th to 10th, did, undoubtedly served its purpose very well and more than justified itself. This, the sixth convention, was generally accepted as the best yet. The principals were confronted with what have become most serious problems in state education and the earnestness with which they attacked these problems and the definite conclusions reached as solutions augur well for the educational future of the state. One principal in attendance, adequately estimated the men there, when he described them as "A bunch of regular fellows, able and efficient, attacking and solving well the gravest problems now confronting the American Nation."

Before the convention was a day old the slogan had become, "Make a good citizen out of every child in the public schools." Commissioner Olney set a high standard for the convention in his opening address, and the convention responded nobly throughout the four days' sessions. He set before them training for citizenship as the aim of education and from then on almost every discussion, either from the platform or from the floor of the convention, was colored more or less with this thought.

From a program as rich as that provided by Mr. Olney it is possible to select for comment only a few of the outstanding features. The two days devoted to vocational education and pre-vocational education were particularly helpful, led by Dr. E. R. Snyder of the State Board. The discussion ran the gamut of constructive suggestion for training for vocations. Dr. Snyder advocated universal vocational training sufficient to enable every child to make the necessary repairs about a home and to run an automobile. He further said that in the near future all high school students will need vocational training. Constructive suggestions in the field of adult and vocational education were made also by E. L. Van Dellin of Salinas, and Merton E. Hill of Ontario. In speaking of the junior college, Principal Hill said it could better be called the community college, and Principal Van Dellin urged that through evening

schools education be brought closer to the community that pays for it.

Superintendent Will C. Wood and Lieut. Governor Young gave to the convention messages that inspired the principals in attendance to return to their various communities determined to serve only the best interests of the youth of the state in supporting the passage of the King Bill, the corporations tax measure. The convention went on record unanimously as endorsing Senate Bill 500, and Assembly Bill 709, providing for the reorganization of the normal schools, and the establishing of junior colleges, Senate Bill 448 and Assembly Bill 439, the school funds apportionment legislation. Superintendent Wood, in his clear way, made it unmistakably plain that the \$12,000,000 provided for the schools of California, by Amendment 16, should be secured through a corporations tax, and he urged all principals to present the situation very clearly to their various districts.

The remedy for the crowded conditions in colleges and universities of the state lies in the establishment of junior colleges as distinct institutions, according to Superintendent Wood. The plan as he outlined it, and as it was, with slight modifications, endorsed by the principals provides for three types of junior colleges:

1. The City Junior College.
2. The Union District Junior College.
3. The County Junior College.

In each case the college should be a separate institution, both in plant and teaching personnel, from the high school.

The convention by resolution approved the work of the Registration Bureau of the C. T. A. and pledged support by seeking teachers therefrom; condemned the inaction of many local police officers for their laxness in enforcing the laws which prevent the sale of tobacco, cigarettes and intoxicating liquors to minors, and the presence of minors in pool halls, and urged the individual principals to be bold in demanding the enforcement of these laws; deemed it inexpedient to require part-time students who work to spend two hours per week in physical education; pledged the principals to do all they legally may do to promote the teaching of citizenship to all prospective citizens and espe-

(Continued on Page 145)



# EDUCATIONAL LITERATURE



## THRIFT IN THE SCHOOLS

The next great accomplishment in educational matters will be the introduction of thrift teachings in the schools of America. Forces are now at work to this end, and in several states definite phases of thrift work are being added to the school curricula.

It is a matter of national pride that America is the first nation in the world to take up this work. We have long been known as a nation of thriftless citizens, but the advanced ground we have taken in the matter of thrift education during the last five years has done much to absolve us of our economic sins.

Fundamentally, the great value of teaching thrift in the schools lies in the fact that the youthful mind is impressionable and habits formed during school days are apt to be continued through life, particularly when such practices prove themselves conducive to success and happiness. Thrift should not be taught as an abstract subject, but rather it should be made co-relational with the common branches. It can be applied with particular advantage to mathematics, history, household economics, manual training and the various departments of commercial work.

There was a time when thrift was considered a mere minor virtue through which one was led to save pennies, wear patched clothing and adopt economical standards of living at times inconsistent with the demands of the day. But we are beginning to learn that real thrift means progress and efficiency through the elimination of needless waste. It is one of the essentials of all great success, and in these days of readjustment we find that the gospel of working and saving is as helpful in solving our great economic problems as it is in helping the poor man build for the future.

The educational forces of this country are proving their worth when they give encouragement to the propagation of such sound practices. The first steps in this work were taken in 1915 when the International Congress for Thrift met in San Francisco under the auspices of the American Society for Thrift. Later the National Education Association and the American Society for Thrift joined forces and concentrated their efforts through a committee of the two associations. At a meeting of the National Council of Education in Portland, Oregon, in July, 1917, this committee reported that the introduction of thrift teachings in the schools was both advisable and possible, and outlined plans by which the work could be developed.

These interests also conducted two nationwide essay contests in which several thousand prizes were awarded to school children. A similar contest was held in the New York City

schools under the auspices of the American Society for Thrift in which more than 300,000 compositions on the subject of thrift were entered.

A great amount of literature has been disseminated in educational circles on the subject of thrift in the schools, and definite text books have been published, and are still being issued from time to time.

It is not considered a discouraging aspect that the work has progressed slowly, as it recognized among leading educators that in following new lines of education it is highly essential that the ground work be thoroughly and adequately laid. This is particularly true in this case for if thrift be not properly understood and taught, there might result practices of parsimony and avarice. Unqualified encouragement of non-spending might have a narrowing effect upon the individual and produce harmful results to the business interests of the country.

The American people will today welcome any definite plans for the inculcation of the principles of thrift in the minds of the young which the schools have to offer, provided such plans are sound in method and fundamental in results.—From Thrift Magazine.

### A Little Gateway to Science—Hexapod Stories—

By Edith M. Patch. Illustrations by Robert J. Sim. The Atlantic Monthly Press. Pages 178. Price, School Edition, 90c; Library Edition, \$1.25.

This little book is well adapted either to supplementary work in school or for children's general summer reading. As a supplementary reader for primary grades it brings before the children most excellent material of an informational nature and amplifies the other studies of the curriculum. The book is made up of 12 stories about six-footed insects, hence the sub-title "Hexapod Stories." While the book is written by a scientist and is therefore authentic, the language is nevertheless so simple and direct and the material so presented as to hold the interest of the children. The stories include chapters on the butterfly, bumblebee, grasshopper and other friends of the woods and fields. The book is illustrated with full-page and other drawings and the text is large and the whole book most attractive. There are bibliographical notes on each chapter. The stories are written with such charm as to delight the older reader as well as the children.

### Clothing: Choice, Care, Cost—By Mary Schenck Woolman. J. B. Lippincott Co. Pages 289.

This is a volume in the Lippincott's Family Life Series, edited by Benjamin R. Andrews. The author is one of the best known authorities in the United States on matters pertaining to domestic art and vocational work for girls gen-



erally. She is the author of a number of books that are widely used as authoritative. The volume under review will find its place not merely as a textbook in high or technical schools or in trade or vocational classes, but as a reference in the home or in the library of any one making a study of industrial or social conditions. The author realizes that there is much vagueness in the mind of the average individual as to the choice of clothing, either in quality or appearance, consistent with the purse or with the use to which the clothing is to be put. She further realizes that few people, children or adults, give sufficient care to their clothing, and she begins her preface with the statement that "Waste is one of the main causes of high prices." She emphasizes throughout the fact that there must be earnest efforts to apply thrift, not alone in the purchase but in the care of clothing. The materials for the book have been obtained from a long experience in teaching and directing and from contact with Federal, State, municipal and household sources. The manufacturing as well as the consuming side of the problem has full treatment. There are such chapters as Intelligent Shopping, Silk, Cotton, Woolen and Linens, the Care and Renovation of Clothing, etc. The book is especially well printed on heavy book paper, is illustrated and carries a bibliography at the close.

**Advanced Dictation and Secretarial Training—**  
—By Charles C. Reigner. The H. M. Rowe Company. Pages 382.

This text is intended as a practice manual for those students in commercial courses who have had preliminary training in general dictation. Briefly stated, each section of the text contains: (1) a "style letter" written on an actual letterhead and differing in arrangement with each section of the text; (2) a list of technical terms frequently used in the business being studied; (3) twelve letters, all with appropriate addresses; and (4) a series of office training assignments. An abundance of practical exercise work is provided which is devised to promote originality and initiative. A budget of forms accompanies the text. As the subject-matter incorporated in this book has been collected from the most authoritative business sources, and is up-to-date in every particular, the text should be a mine of information for teachers of commercial subjects, beyond having its immediate value to the student in the way of his practical training for positions in the world of affairs.

**Essentials of English, Second Book—**By Henry Carr Pearson, Principal of Horace Mann School, Teachers' College, Columbia University, and Mary Frederika Kirchwey, Instructor in Horace Mann Elementary School, Teachers' College, Columbia University. The American Book Company. Pages 454.

This book for seventh and eighth grade work in grammar and composition is a practical and valuable textbook. The principles and definitions of grammar are simply given; the exam-

ples used are excellent because of their illustrative fitness and their literary value; the exercises are varied, abundant and interesting. In a word, it is different from the typical textbook. Special stress is laid on oral composition. Every lesson contains both oral and written exercises. The reference work in Part One, last section, is very comprehensive, including a history of the English Language, and various lists and diagrams as supplemental work. The ever difficult subject of composition is skillfully developed in Part Two. Beginning with the simplest narrative form, it continues easily and naturally through description and exposition. Exercises in word study and in variety of expression; definite suggestions as to how to begin a composition, and in methods of securing force and coherence make this a refreshingly different and desirable textbook.

**Le Crime de Sylvestre Bonnard—**By Anatole France. Edited by J. L. Bergerhoff, Professor of Romance Languages in Western Reserve University. D. C. Heath & Co. Pages 203. Price 96 cents.

This edition of Anatole France's famous story is a most practical and thorough little volume. The omission of the first chapter and of minor parts from the original has had the effect of bringing the well-rounded plot more forcibly before the reader-student. The foreign student who is seeing things French for the first time through books will find in the excellent notes all the help he needs. The high school or university student will finish the text with a wealth of information on French life and thought and "l'ame francalse." The short biography of Anatole France, and the list of books which appears in the Introduction to the volume, are valuable aids. A familiarity with this great master of modern French prose is indispensable to all students of French, and to bring his masterpieces and the facts of his life before the mind of the student is the first mark of the modern French classroom.

**Supervised Study in English—**By A. Laura McGregor, Washington Junior High School, Rochester, New York. The Macmillan Company. Pages 220.

The Supervised Study movement has now progressed to such a point that discussions and conclusions, based upon concrete experience and other evidence, which develop the difficult subject of the technic of instruction under these new conditions, meet a real and growing need. The volume under review is a worthy response to that demand, though restricted in its range to the Junior High School years and to the single subject of English. The value of the book lies in the illumination it casts upon the treatment of the English lesson in the lengthened program periods characteristic of Supervised Study. The author, by means of an extensive and well-selected array of illustrative "Lesson Plans," exhibits the definite application of Supervised Study methods to each of the various branches of English, in turn—oral Eng-



lish, literature, composition, and grammar. The illustrations are drawn from actual classroom experience. In each instance they set forth in detail such matters of practical guidance for the teacher as the subject, the aim, the lesson type, the time-schedule, the three divisions of the lesson (review, assignment, and silent study), the student grouping (minimum, average, and maximum), and the factors of study employed. A chapter is devoted to the presentation of outlines of typical projects in English which have proved to be of interest in English classes. This is the latest addition to the series, issued by the same house, of which the first volume, Miss Simpson's "Supervised Study in History," has contributed in no small measure to the solution of the problems confronting the upper-grade teacher. The present book should prove equally helpful to teachers.

**Mediaeval and Modern History**—By Philip Van Ness Myers. Ginn & Company. Pages 694.

As teaching texts, Myers' histories have had perhaps the longest and most successful career of any now in active use in the high schools of the land. The present volume is the second revised publication of the original book, that having been issued in the beginning in the year 1885, and having gone through its first revision in 1905. These facts bear eloquent witness to the popularity of the author and his work; and that his fame will continue unimpaired is evidenced at once by a survey of this second revision, both in respect to selection and arrangement of subject-matter, and to qualities of style. The new volume, as compared and contrasted with its predecessors, shortens measurably the space devoted to the mediaeval era, and lengthens and enriches the treatment of movements and events of modern and recent times. Such a procedure is in due accordance with the most approved doctrine of present-day history teaching, which holds that that study is to be pursued chiefly as a valuable means of initiating the youth into an understanding of and a participation in the social life in and about him in his immediate environment. The expansion of the content of the book and its altered arrangement enable the author to add the story of the World War, including a discussion of the fundamental issues involved in the mighty conflict, as viewed in the light of the great democratic and nationalistic movements following the French Revolution. The author's style has all the familiar attractiveness of the earlier works. It has above all the quality of producing vivid impressions of the actors upon the human stage, of the scenes amidst which they flourish, and of the motives and outcomes of their activities, even when prolonged over a considerable period of time. Copious footnotes relieve the text proper from the inclusion of material of secondary value. Lists of references and topics for more extended study are given throughout. A bountiful supply of plates, maps and other illustrations is one of the many excellent features of the book. This new edition will be welcomed by great numbers of high

school history teachers, among whom the texts of this author have ever been decided favorites.

**Elementary Home Economics**—By Mary Lockwood Matthews, Professor of Home Economics, Purdue University. Little, Brown & Co. Pages 343. Price \$1.40.

To teach "right living" the schools in our day find one available means the establishment of courses through which girls while in school are afforded opportunities to learn the science and art of home-making. That schools in all localities are awakening to the possibilities in this regard is rather clearly evidenced by the increased number of good texts becoming available in the field of Home Economics. Among elementary treatments of the subject, Professor Matthews' text may be counted upon to take high rank. The volume, as its title indicates, is intended for use by beginners in the study of foods and cookery, and also of sewing and textiles. The lessons in foods and cookery are so outlined as to make the meal the project, while the various food supply problems are studied before the project is dismissed. The lessons in sewing and textiles are planned with the garment as the project, many problems being studied which lead to its completion. Many sets of practical "Home Problems and Questions" are presented in the text.

**New Champion Spelling Book**—By Warren E. Hicks, former Assistant Superintendent, Cleveland Public Schools. The American Book Co. Pages 248.

Both plan and organization of this speller are excellent. Intensive study is the dominant idea. Two new words daily and spelling contests which mean drill and effective review, are the means employed. "Words used in the World War" and the "Pronunciation Contest" are new features worthy of special note.

#### Publications Received

**Trade and Industrial Education for Girls and Women**, being a study of economic and other aspects of vocational education for girls and women, together with ways and means of establishing and operating a program. Issued by the Federal Board for Vocational Education.

**The Teachers' Helper in Humane Education**—By Francis H. Rowley, President of the American Humane Education Society. Being a discussion of what this education is and how to teach it.

**Forestry on Home Woodlands**. Issued by the United States Department of Agriculture, Bulletin 863, bears upon the significance of proper education to forest preservation and growth, the relation of forest cover to agriculture, the measuring and estimating of timber, etc.

**Our Public Schools—The Nation's Bulwark**—By John F. Murray, well-known authority on educational topics. The book sets forth the principles underlying child development and discusses necessary steps in the nationalization of education.



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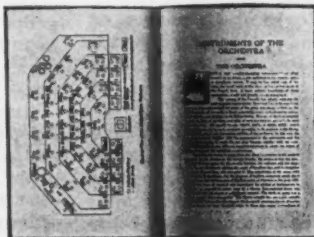
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## NOTES AND COMMENT

The **Smith-Towner bill**, creating a Department of Education and providing Federal aid to the states for the promotion of education, was on January 11 favorably reported by the House Committee on Education.

Before reporting the bill the committee adopted several amendments offered by Congressman Towner, author of the bill. The first of these adapts the bill to the plan for a general reorganization of the executive departments by providing that the Bureau of Education shall be transferred at once to the Department of Education, and that such other boards, bureaus and branches of the government shall later be transferred to the new department as Congress may determine should be administered by it. This harmonizes the bill with the work of the Smoot-Reavis committee.

Another amendment offered by Congressman Towner removes all possible objection to the bill on the part of those who have feared that the bill would centralize control over the public schools in a Federal department at Washington by providing specifically that courses of study, plans and methods for carrying out the purposes and provisions of the act within a state shall be determined by state and local educational authorities. The Secretary of Education is denied the right to exercise any authority whatever with respect to the administration of education within the states, his power being limited to seeing that appropriations for particular purposes shall be expended for the purposes for which they are appropriated by Congress.

**Dr. Snyder's report of Adult Education** in California is illuminating. It appears that in the various evening high schools and the special day and evening classes of day high schools there were, last year, nearly 75,000 adults under instruction; studying occupations, 38,818; in citizenship classes, 13,141; preparing for college, 4638; and 17,813 pursuing studies for personal improvement. More than 3000 American-born citizens were in the citizenship classes.

The **California Vocational Guidance Association**, a branch of the National Society bearing the same title, has held two interesting meetings of late, in Oakland and San Francisco, respectively, under the presidency of Deputy Superintendent A. J. Cloud of San Francisco. In January a program was presented on the "Principles of Vocational Guidance," following a most helpful talk on "Guidance from the Business Man's Point of View," by George H. Eberhard, president of the company of that name. Delegates were chosen to the national meeting at Atlantic City, in the persons of Professor Proctor of Stanford University and Arthur H. Chamberlain. On February 23rd a dinner was tendered to Dr. Helen Thompson Woolley of

Cincinnati, at which she addressed the society upon the general theme of the organization and work of the vocational bureau.

**Geography is coming to be**, more than heretofore, a central study in the school course; not for children and youth, only, but for advanced students. The University of California contemplates the establishment of a professorship of foreign geography.

It may be that there are other senior high schools and junior colleges that are doing as much, and as educationally and economically profitable, as the school at Chaffey, California; but their regular program and the methods and output of the school are worth studying by all. They have 125 acres—citrus and deciduous trees, dairying, etc. They conduct classes in Americanization where expenses are shared by the big ranches; women's classes with 160 members; classes for the training of pomology inspectors, poultry and bee culture, swine association, etc. The summer session for agricultural teachers of the state, usually held at Davis, is, this year, to meet at Chaffey.

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# A Book Full of Suggestions

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### by Every Teacher

**T**HE first volume to appear in THE AMERICAN EDUCATION SERIES is Strayer and Engelhardt's *The Classroom Teacher at Work in American Schools*. It is a new kind of pedagogical book. It presents the work of the teacher from a broad angle—that of co-operation with the school system and school officials—yet it gives scrupulous care to some of the most puzzling problems of the classroom.

**Dr. William McAndrew says of this book:**

"The Americanization projects, the new principles of supervision, the insistence upon constructive, rather than upon paralyzing criticism, the efficiency records, the insistence on motives, the training for citizenship, the suggestions for teaching children how to study, the summary of educational progress, together with numerous other practical and detailed helps for classroom instruction, will give this book a wide circulation."

**Dr. A. E. Winship says:**

"Since Page's 'Theory and Practice' there has been no book for 'The Classroom Teacher' quite so masterful as the book by Dr. George Drayton Strayer and N. L. Engelhardt in Dr. Strayer's new 'American Education Series.'"

"As we know American schools today we are quite sure that Strayer and Engelhardt have demonstrated beyond all other authors skill in meeting the needs and desires of the great American school world of today."

## American Book Company

121 Second Street, San Francisco, California

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(Continued from Page 138)

cially to foreigners who may have declared their intention to become citizens; requested the Commissioner of Secondary Education to appoint a committee of five principals to consider the needs of high school athletics and make report at the next session; and urged that all reasonable means be used to induce more girls to avail themselves of the opportunities offered in the high schools to prepare for home making.

A resolution called attention to the fact that the textbook companies have suffered considerable financial losses incident to the rising costs of production and a fixed price on contracts for the sale of books to the schools. The resolution favored an annual rating of prices on all texts furnished. A strong stand was taken by the convention for the enforcement of the state law forbidding membership in high school fraternities. An appeal was made to the organized college fraternities in California universities to deny membership in their college organizations to all who have evaded or disobeyed the law on high school pupils. The convention directed that this resolution be sent to the presidents of California universities with a request for their personal co-operation.

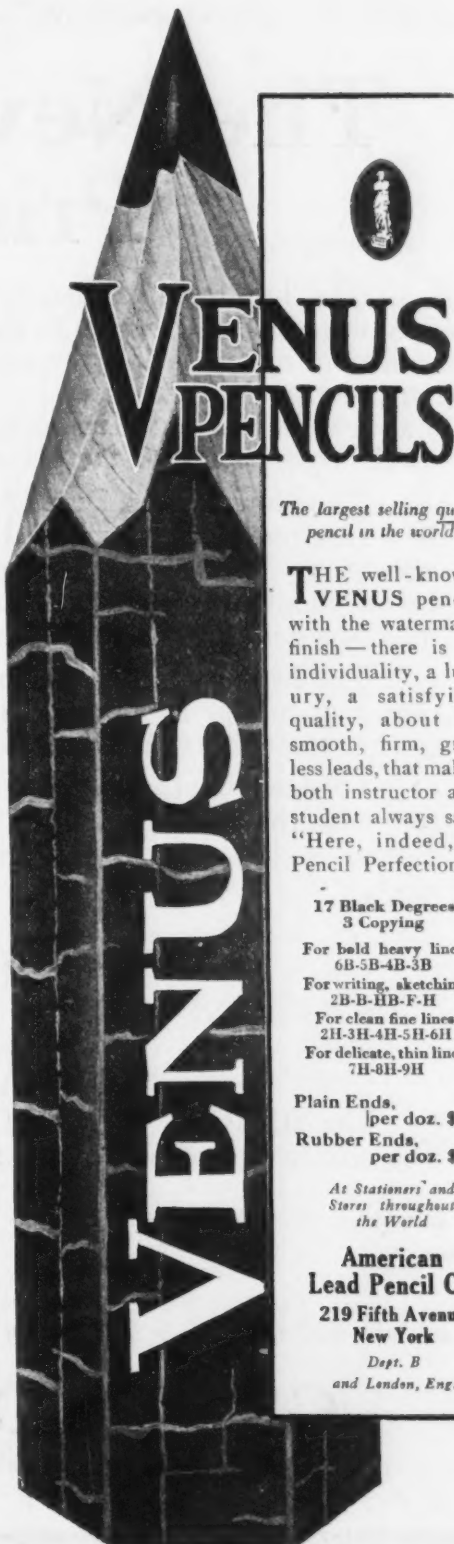
The Wiese Laboratory Furniture Co. has recently been organized with plant located at Manitowoc, Wis., and sales office at 20 E. Jackson Blvd., Chicago. The Company will emphasize up-to-date furniture for science and home economic laboratories and place at the disposal of school boards the experience of laboratory furniture engineers in working out plans for equipment and installation. The Company is fortunate in having as their sales manager Mrs. Lottie J. Carroll who is well known throughout the country from her long connection with the Educational Extension Department of the International Harvester Co. Mrs. Carroll has worked in many state campaigns with Director Perry G. Holden and his staff. She understands thoroughly not only the business side of the new work but her first hand acquaintance with the field of education will render her judgment of value to those who are planning to equip laboratories.

Sam H. Cohn, Statistician in the office of the Superintendent of Public Instruction, has made a most valuable study of "repeaters" in the several grades of the elementary schools of California. This study on acceleration and retardation by age and grade, is based on the last annual report of California County School Superintendents. Mr. Cohn has worked out a graph for each county showing the percentage of "repeaters" for each age and grade. As a basis for comparison, the graph also shows the percentage by age and grade for the Elementary Schools of the state as a whole, and for one of the best counties in the state. In transmitting the graphs to County Superintendents, Mr. Cohn makes this terse comment:

"Generally speaking the following is true:

1. "Fever" charts indicate poorly graded course of study.

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The hundreds of California teachers using the Beacon Readers and the Beacon Method will welcome this important addition to the widely used Beacon Method of Reading. Brand new in content and illustrations and with charming pictures in black and in color, this is one of the most beautiful books published for school use.

The New Beacon Primer is not a mere method book. It is a fascinating reader based upon the child's interests and vocabulary. While the vital principles underlying the teaching of phonics are kept constantly in view, the reading matter makes a genuine appeal to the child.

The lessons, many of which are cast in dialogue form, center about the same group of children. Simple folk tales, dear to the childish heart, make up the latter half of the book.

Frequent footnotes for the teacher serve to correlate the text with the phonetic drill. The Beacon Method—simple and natural as it is—is easy and delightful for pupil and teacher alike.

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2. A very high percentage of repeaters (ranging toward the 40% or bottom of the page), indicates too difficult a course in the individual grade.
3. A very low percentage of repeaters (ranging toward the 1% or top of the page), indicates too easy a course in the individual grade.
4. A marked decline (toward the 40%) in the eighth grade is like Lincoln's rat hole "worth looking into."
5. Itinerant teachers may cause much of the trouble noted above. Study of the reports from schools having had such conditions should be made by superintendents to discover if such be true. But you can't lay all the blame on the "tramp" teacher.

"The value of this study, which has required hours of work, is the use you make of it. If it means nothing to you, both time and money have been wasted. If it proves of value by arousing an interest in the causes of repeating and the possibility of some cure being found, it is in the long run a saving of both time and money."

Domestic science teachers will be especially interested in a "ten-piece kitchen set" recently offered for sale by the Milton Bradley Company through their San Francisco office, at 20 Second street. This set includes a number of knives for paring, carving and slicing, two-tine forks, spatulas and other kitchen utensils. They are all made of the best carbon tool steel, and are admirably adapted for school kitchens or for home use. The ten pieces are sold at \$7.

The thirteenth annual California Conference of Social Work convened in San Francisco, February 22nd to 26th. More than eleven hundred delegates registered on the opening day. The addresses and discussions of the Conference were devoted to matters of vital public concern, and virtually all of them had either immediate or indirect bearing upon the work of the schools. Indeed, so clearly was this relationship understood that State Superintendent Will C. Wood extended a special invitation to superintendents and teachers to attend, declaring "our schools ought to be closely in touch with all other social agencies, since the school problem cannot be handled adequately without the co-operation of these agencies." Both general and section meetings were scheduled. From out of the state came Frederic C. Howe, former U. S. Commissioner at the port of New York, and Dr. Helen Thompson Woolley, director of the Vocational Bureau of the Cincinnati school department. Mr. Howe addressed the Conference on "Old Europe in New America—Immigration and the Immigrant." Dr. Woolley's theme was "Vocational Guidance as a Factor in Social Work." Among the sections presenting well-organized programs were those on Family and Child Welfare and Relief; Health; Delinquency; Industrial Problems; Education and Recreation. The Association of College Alumnae co-operated as an allied or-

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is toward a more comprehensive training and away from the exclusive teaching of the mechanics and technique of business at the expense of fundamentals.

The books listed below are in keeping with these present-day tendencies.

**Business Organization and Administration**, by J. Anton de Haas, Professor of Foreign Trade, New York University.

A vivid picture of the whole field of modern business. Brought down to the level of secondary school pupils. Comprehensive and teachable. \$1.60

**An Introduction to Economics**, by Graham A. Laing, Professor of Economics, University of Arizona.

Prepared especially for high school pupils. Simple, teachable, and comprehensive. Successful from the start. \$1.40

**Office Training for Stenographers**, by Rupert P. SoRelle (text and exercises).

A thorough treatment of office routine. Everything stenographers should know. Used in hundreds of schools, both public and private. Text \$1.25  
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"There was a boy in our good town  
And he was wondrous wise,  
He bought a tube of Colgate's Cream  
And a tooth-brush just his size.

And when he squeezed some on his brush,  
Each morning, noon and night,  
He yelled with joy, did our wise boy,  
To find his teeth so white!"

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FOR captivating a child's imagination and teaching a lesson at the same time, rhymes have never been surpassed.

The nursery parody above, and the rhyme suggested by "Little Orphant Annie," were sent in to us by educators who know the value of Colgate Classroom Helps in Dental Hygiene lessons.

You may be able to use these rhymes in your own work, as they are, or as a suggestion.

Your dental hygiene lessons must sustain interest because the daily care of his teeth depends on each child. Without cost, you can obtain material to make vivid every lesson you present on "Good Teeth — Good Health." (See coupon below.)

The use of Colgate's Ribbon Dental Cream, night and morning, is so safe and normal a habit to implant! There is no unnatural druggy action claimed for it. Ribbon Dental Cream is simply a safe, sane, deliciously flavored, cleansing dentifrice for grown-ups and for children.

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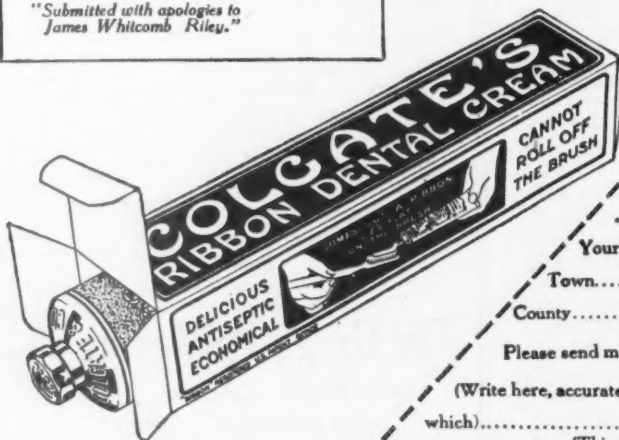
Colgate's Classroom Helps will be sent to you, as a teacher, *without charge* once a school year. You receive enough free trial tubes of Ribbon Dental Cream to supply each of your pupils. Included are Reminder Cards, dental lectures, clever jingles, charts and other practical information. And for your personal use, we send a dainty gift of Colgate's products.

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Once there was a little boy  
Wouldn't brush his teeth  
And when he went to bed one night,  
And snuggled underneath  
The great, warm covers, Oh dear me!  
He had a dreadful dream.  
Some goblins came and chased him  
Till they made that poor boy scream  
And when at last they caught him,  
They dragged him far away  
And changed him to an old, old man,  
With hair of silvery grey.  
He didn't have a single tooth  
He couldn't eat a bite,  
His nose and chin they almost touched  
He was a dreadful sight.  
The goblins danced and capered 'round  
And shouted in their glee,  
"A boy who will not brush his teeth.  
"A man like this will be."  
Next morning when that boy awoke,  
He bounded out of bed,  
"Get me my Colgate's Dental Cream,  
"And tooth-brush, quick," he said.  
"From this day on, I'll brush my teeth!"  
Then added with a shout  
"No goblins shall catch me  
"With my TEETH

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OUT"

"Submitted with apologies to  
James Whitcomb Riley."



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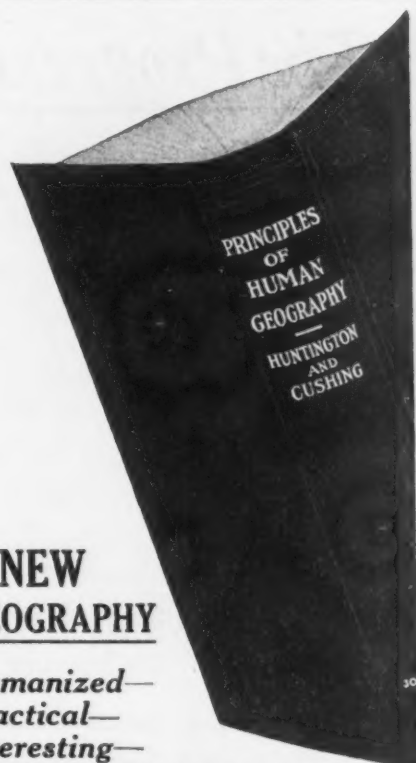
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ganization. A remarkably able group of social workers of both sexes participated in the Conference, bringing to its deliberations the wisdom of long and broad experience. The benefits flowing from it will be far-reaching and decisive. The President of the Conference was Dr. Martin A. Meyer of San Francisco.

Special courses have been arranged for supervisors and teachers of the arts and crafts at the coming session of the California School of Arts and Crafts. Some of these courses will be for grade teachers who desire to emphasize the work in drawing and art. Other courses will be especially helpful to teachers in the rural schools. Advanced courses will be given for supervisors and teachers of the arts and crafts in cities and in high schools. Besides courses intended for supervisors and teachers of the arts and crafts, the work as arranged will be of special value to students of the fine arts and to those specializing as designers, illustrators, interior decorators, commercial, poster and advertising artists and craftsmen in pottery, textiles, wood and the metals. The summer session, the fifteenth for the school, will be held in Berkeley from June 20th to July 30th. Classes will be held in Piedmont for outdoor sketching and painting in oil and water colors.

An Americanization Conference was conducted at the San Jose State Normal School on February 18th, which, it is thought, will be productive of excellent results. A notable array of speakers discussed many complex phases of the Americanization problem. The chief topics presented were: Americanization and Rural Schools, by County Superintendent Agnes E. Howe; Americanization and the Nation, by City Superintendent Alex. Sherriffs; English, the Gateway to the American Spirit, by President W. W. Kemp; English for Beginners, by Miss Bessie McCabe, Normal School; Independent Study Methods, by Miss Anna Wiebalk, Normal School; The Stranger Within Our Gates, by J. E. Hancock, Principal Grant School; Personal Impressions in Americanization Work, by Miss Julia Hauck, San Jose Visiting Teacher; English for Adults, by Miss Ethel Richardson, Assistant State Superintendent; The County Attendance Officer and Americanization, by Miss Katherine Woodhead; and The School as an Americanizing Agency, by Miss Nellie M. Chope, Principal San Jose Evening School. Demonstrations were conducted by Eugene De Lucca, San Jose Evening School, and a visit was paid to that institution to observe work in progress.

The school bond election at San Luis Obispo on January 28th was carried handsomely by a majority of more than 6½ to 1. The issue calls for \$373,000 for a junior high school, two new elementary schools and the remodelling of a third. We rejoice with Superintendent A. H. Mabley and his corps of teachers who devoted untiring zeal to secure this veritable triumph for improved school accommodations. May the good work go on!



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### **COMMUNITY CIVICS**

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A text in responsible citizenship written for young high school students. The book concerns itself chiefly with the activities of citizenship, connecting the classroom study with current questions and actual duties. The organization of the book ranges from the widest aspects of home and community life to the more specific characteristics of the machinery of the government.

### **OUR ECONOMIC ORGANIZATION**

By Leon C. Marshall and Leverett S. Lyon, both of the University of Chicago

A textbook in economics for the modern school. One distinguishing feature of this book is its plan of depicting social structures in terms of what they do—the presentation of the **functions**, the **uses**, and the **work** of banks, of business organizations and enterprise, of government and of the other multitudinous agencies that operate in modern society.

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Say you saw it in the Sierra Educational News

The second annual music conference, authorized by the State Board of Education, and called by Mrs. Margaret S. McNaught, Commissioner of Elementary Schools, met in Sacramento on February 11 and 12. Among the many helpful subjects considered by the conference were the following: Music in rural elementary schools; the study of music in city schools; the use of the phonograph in public schools; certification of special teachers of music, elementary and secondary; how to increase the interest of students in the study of music outside of high school, for which credit may be given; how can the county institute best further the cause of music? How can normal schools aid in the teaching of music by means of extension service? How can county librarians further the cause of music? How can women's clubs further the cause of music?

Among the speakers were Mrs. Margaret S. McNaught, Glenn H. Woods of Oakland, Miss Frances Wright of Los Angeles, Mrs. L. V. Swezey of Mills College, Miss Victorine Hartley of Berkeley, Miss Ida May Fisher of the San Francisco Normal, Herman Trutner of Oakland, Miss Emily M. Dodge of Stockton, and many others. The conference brought together delegates from all parts of California. Many representatives were present from libraries and from women's clubs.

The Pacific Coast office and depository of Rand McNally & Co. has been established at 559 Mission Street, San Francisco. Here the educational books, maps and globes manufactured by the company are kept constantly in stock. The office is in charge of A. A. Belford, Pacific Coast representative of the Company, assisted by Chas. W. Beers.

The forthcoming summer session at the State Normal School of San Diego will be, par excellence, a session for teachers in service, with especially arranged programs for both the first term of six weeks, which begins June 27th and closes August 5th, and the second, or seminar term, which begins August 8th and closes September 2nd. Ten practical courses in psychology, pedagogy and methods, covering the whole range of elementary school work, will be offered by experts of the normal school staff, and will be made distinctly vital through a regular session of the training school running along with the summer session courses, so that abundant opportunities for observations, demonstrations and model lessons will be furnished to teachers. Special lectures will also be arranged. In addition to these rich professional offerings, a number of standard collegiate courses for teachers and students who wish to qualify for junior high school certification will be scheduled, and San Diego's unusual facilities for outdoor recreation will be made abundantly available through programs beginning the day's work at the early hour of 8:00 a. m., and closing at 2:45 p. m. The summer session bulletin, showing full courses and the daily program, will be ready for distribution on April 15th.

## ANNOUNCEMENT

### Rand McNally & Company

in the interest of better and quicker service to schools, have opened western headquarters at

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All orders and correspondence pertaining to schools, books, maps, charts, and globes, should be sent to the San Francisco address, where at all times a complete stock will be kept on hand for delivery.

Teachers and educators in general are cordially invited to visit Rand McNally's headquarters and to acquaint themselves with the line of educational publications there on view.

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Requests for detailed information on any particular text should be addressed to

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### The School Supply Situation for the Coming Year

To the Buyer of School Supplies:

Under-production, which has been going on for some years, makes the outlook for obtaining merchandise for the coming year as uncertain as it was last season, unless we have the co-operation of all buyers of supplies.

We would ask you to make up your lists at once, so that your order can be placed in time for delivery at the opening of the school year.

The paper market is unsettled at present, but we will protect you on any reduction as we have in the past against raise.

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A communication from Ginn & Co. says that Thomas W. Lamont, at a business men's convention, recommends the following things that every man engaged in active business can do to help the present situation:

"We can resolve not to be frightened into panic by the wolf that may not come.

"We can meet our contracts to the utmost limit of our resources.

"We can take our losses like good sportsmen.

"We can unfailingly be fair to our clients and customers.

"We can adhere just as rigidly as ever to good ethics and fair business practices.

"We must be just to our fellow-workers and employes and consider their welfare as an integral part of our own."

"Mr. Lamont," writes one of our correspondents, "has stated so clearly what each one of us can do to help 'keep the boat from rocking' that we wish you would reprint what he has said in your next issue."

The Burbank High School District, in California, recently showed a generous faith in schooling by voting a school bond issue for \$160,000 to build a high school. The majority was nine to one.

By the California Society of the Sons of the American Revolution, three prizes are to be offered high school students for the three best essays on "The Effect of the American Revolution on the British Colonial Policies." Prizes of \$25, \$15 and \$10 are to be offered, the contest to close April 2. Principals of high schools have full instructions.

The current school registration in Los Angeles is over 114,000, of which 8440 are in the Polytechnic Evening High School. The total high school registration is close to 25,000.

The Intelligence tests offered to entering students of the University of California are to be open to upper division students also, and to members of the faculty as well. The results are to be used wholly as a basis for advice and guidance to students, and not for admission, exclusion or advancement. The score made by each student will be entirely confidential and will be known to the student only.

The vice-president of the Japanese Association of San Francisco, Prof. K. Sano, is authority for the statement that there are 40 Japanese schools in the state, with 72 teachers and 1900 pupils. And, very wisely, he suggests that, rather than abolish them, they should be "placed under the direct supervision of the Superintendent of Public Instruction, who should approve the text books and see that Americanization is included in the curriculum."

On the 16th and 17th of February there was held a quite remarkable conference among the Associated Women Students of the University at Berkeley. It was the usual annual gathering to consider vocations for women. There were present distinguished workers and speakers

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MARCH 1921

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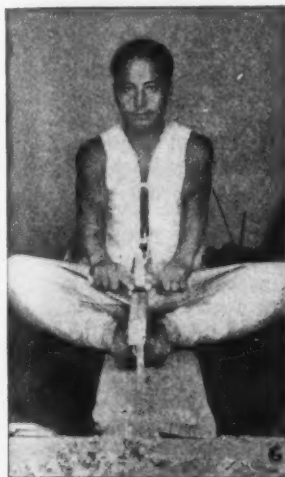
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among women and men. A wide range of possible occupations was discussed: Newspaper writing and journalism, by Mrs. Hazel Faulkner, of the San Francisco Examiner staff; advertising, by Mrs. Elizabeth McGibbon and Wells Drury; commercial buying, stocks, bonds, finance and banking; employment management, by Roy Kelly, of the Associated Oil Company; the play school, by Mrs. Harriet Judd Ellet; reconstruction work among disabled soldiers; pageantry and the drama, by Doris McEntyre, and goat-raising, by an expert in the business, Miss Irmagard Richards. Here was a rich feast for those who were privileged to be present.

Frank A. Foster, until June, 1920, in charge of manual arts instruction at Chihli Higher Normal College, Paotingfu, China, has a most interesting article in a recent issue of



The Disston Crucible. Students at the Chihli College are in training to become teachers in other schools and colleges throughout China. Mr. Foster had many trials in getting together a primitive equipment for work. As no motive power was available, a "four-man power engine" was made, the power for the shop being provided by four Chinese coolies! As

Mr. Foster could not speak Chinese, it was necessary to train an interpreter in manual training and build up his vocabulary so that instructions could be given students. The illustration shows the method followed by Chinese carpenters in planing the edge of a board. One can see what a big step it is from such primitive methods to the accurate modern practice of handling tools. The Chinese students were quick to learn. Within the year, although taught in groups of sixty through an interpreter, they turned out some excellent work, including full sets of furniture.

In Colorado Mrs. Mary C. C. Bradford, who has served the state many years most acceptably as Superintendent of Public Instruction, is succeeded in the office by Miss Catherine Craig. Mrs. Bradford has been most prominent in national education and national council circles. Miss Craig is not unacquainted with the work of the office of State Superintendent, she having served heretofore in this capacity in Colorado. She has wide experience both in teaching and in executive work and is popular throughout the state.

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# AN OPEN LETTER



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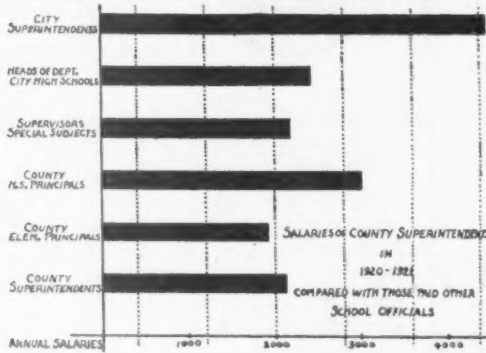
MAKERS OF BANK STOCK  
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To Members of the California Legislature:

We are sure you realize that the people of California favor good schools and living salaries. The vote last November on Amendment Sixteen was conclusive evidence. However, the facts show that two classes of educational workers in California are still most woefully underpaid; viz., the County School Superintendents and teachers in the State Normal Schools.

In some cases the salaries of County School Superintendents have not been changed for ten, twenty, even thirty years! The salaries of County Superintendents seem to bear no relation whatever to the increased cost of living or to salaries paid other educational workers in California. We are sure you will agree that this should not be. We are sure you will recognize the fact (for it is a fact) that the County Superintendent in every county bears a greater burden of educational and financial responsibility than any other school official in the county. And yet City School Superintendents, High School Principals, Grammar School Principals, supervisors of special subjects, even janitors, are paid larger salaries. It is not that other educational workers are paid too much, but that the salaries of County School Superintendents are entirely too small.

The average annual salary paid County School Superintendents in California is but \$2136. Compare this with an average annual salary of \$4484 paid City School Superintendents; of \$2409 paid heads of departments in city high schools; of \$2167 paid supervisors of special subjects; of \$3011 paid high school principals outside city school systems; of \$2205 paid elementary school principals in city schools; of \$1908 paid elementary principals outside of city school systems.



The accompanying graph will make these comparisons even clearer and more startling.

We submit that on these facts the County School Superintendents of California are clearly entitled to a raise in salary that will give them salaries comparable with City School Superintendents and any other public official in their respective counties. We believe the business interests of California will almost unanimously approve of such action on your part.

Very truly yours,

THE MYSELL-ROLLINS BANK NOTE COMPANY,

(Signed) By W. C. MYSELL, President

Say you saw it in the Sierra Educational News

The Parent Teacher Association, Intermediate School, Santa Ana, has issued a valuable booklet entitled "Courtesies for Every Day" which is replete with suggestions intended to help boys and girls in the establishment of proper social habits. The suggestions, gleaned from the latest and most highly esteemed authorities, are grouped under such headings as: "Do's" in connection with school conduct; "Do Nots" (ditto); Physical Department; Social Conduct; "Dont's" for Girls when Travelling Alone; "Dont's" for Boys (ditto); Conduct of Host or Hostess; Points of Table Etiquette; Courtesy to the Sick and Aged. Maxims on good manners are quoted from the best sources. Further information may be had on application to the Santa Ana Parent Teacher Association.


The Executive Council of the American Federation of Teachers, following action taken at the recent convention of the organization held in St. Paul, is launching a nation-wide campaign for better tenure legislation for teachers. State Legislatures will be asked to remedy existing conditions relative to the employment and retention of teachers, who believe injustice lies in the prevailing system. The American Federation of Teachers authorities assert that remedial legislation will go far towards raising the standard of the teaching profession, inasmuch as it will obviate arbitrary dismissal of competent teachers by autocratic Boards of Education.

President Stillman said the American Federation of Teachers maintains that tenure should be permanent during efficiency after the lapse of the probationary period, which should not exceed three years; that all dismissals, both during and after probation, must be for causes definitely embodied in the educational law, such as gross insubordination, inefficiency and conduct unbecoming a teacher, and that after the probation period dismissal for any cause, including inefficiency, shall be authorized only by an impartial trial board.

Appeal from the decision of a trial board to the civil courts would also be allowed.

Ulysses G. Durfee, for five years supervising principal of the Whittier city schools, has been appointed first assistant to Superintendent Mark Keppel of the Los Angeles county schools. A graduate of a New York State Normal School, student of Wisconsin University, graduate of Stanford University, and, later, of the University of California, Mr. Durfee is admirably qualified, both by training and the teaching faculty for his new position. California welcomes men and women of such character and scholarship and rejoices in their promotion. Mr. Durfee takes the position made vacant through the death of Mr. Knepper.

The Porterville union high school district, comprising, beside the city, twenty outlying districts, with a combined assessment valuation of nearly \$7,500,000, plans soon to erect a \$400,000 high school building on a lot of 20 to 30 acres.




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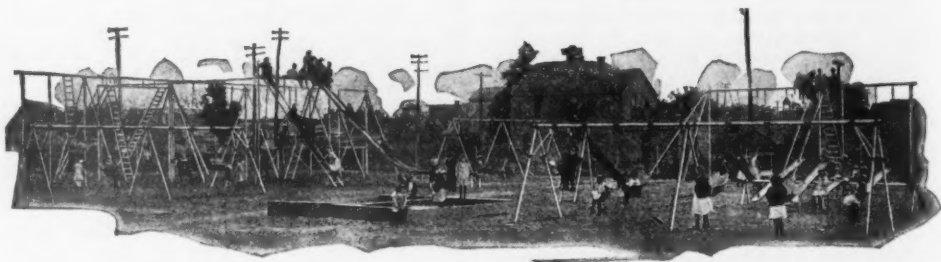
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The **Budget Book**, issued by the Santa Ana High School, is an excellent means for encouraging real thrift among students. Pages are provided for income and classified expenditures for each month. A special column is given for savings.

The work of **Dr. Leonard P. Ayres** in directing the Department of Education of the Russell Sage Foundation has been nation-wide in its scope. No other man has had the ability of Dr. Ayres in compiling and using educational statistics to the advancement of the schools. It is a surprise to learn of his severing his connection with the Russell Sage Foundation. He goes to Cleveland in the capacity of Vice-President of the Cleveland Trust Co.

During the thirteen years that Dr. Ayres has been connected with the Russell Sage Foundation he has appeared before public audiences and has himself contributed a number of valuable books and has edited numerous books and publications. His last book on "An Index Number for State School Systems" is attracting nation-wide attention. As Colonel during the war he organized and directed the statistical offices of the Council of National Defense, the War Industries Board, the Priorities Committee and the Allied Purchasing Commission. He established the Statistical Branch of the General Staff and was retained in his official positions until long after the Armistice was signed, receiving the Distinguished Service Medal. In his new position in charge of Research and Statistical work of the Cleveland Trust Co., he may be expected to distinguish himself further.

In the current **Blue Bulletin**, Commissioner Olney commends, in a sensible statement, the establishment of "Dean of High School Girls." In California there are 96 schools with such officials. The office is sometimes called "adviser." It is evident from recent questionnaire replies that many other schools are considering the matter with interest.

In a recent statement, Miss Ethel Richardson, charged with supervising the training of teachers for Americanization work, cites the experience of three cities—Berkeley, Oakland and Los Angeles, one school in each organized as a club, typical of high grade work in adult education. Teachers interested in civic training, and among aliens especially, may well see the State Board's **Blue Bulletin** for December, 1920.

With the **University of California** football eleven defeating the Ohio State University eleven at Pasadena, New Year's Day, by a score of 28-0 and the University of California debating team triumphing over Princeton by a vote of 2-1, the Western institution takes first place, both in athletics and in intercollegiate debate. The University of California in the debate defended the negative of the question, "Resolved, that Congress should pass laws prohibiting strikes in essential industries, constitutionally conceded."

## University of Southern California Summer Session

June 20 to July 29, 1921

### OPENING WEEK

**Educational Week**, including the annual Commencement, the dedication of the new George Finley Bovard Administration Building and the regular work of the Summer Session, will be of special interest to students, teachers and others interested in modern educational problems. Many noted speakers, including Dr. Robert W. Rogers of Drew Theological Seminary, Bishop Adna Wright Leonard of San Francisco, Dean Frank Wilson Blackmar of the University of Kansas, Dr. Richard Burton of the University of Minnesota, Dr. Lindsay Rogers of Harvard University, Dr. John M. Coulter, of Chicago University, and a number of other noted men are on the program. Musical programs will be given, including a recital on the new \$35,000 pipe organ.

### Visiting Professors

**Richard Eugene Burton, Ph. D.**, Head of the English Department of the University of Minnesota and noted editor and poet, will give courses in: (a) **The Modern Drama**, (b) **The New Poetry**.

**Frank Wilson Blackmar, Ph. D.**, Dean of the Graduate School and Head of the Department of Sociology at the University of Kansas, is scheduled in **Eugenics and Problems of Democracy**.

**James M. Callahan, Ph. D.**, Dean of the College of Liberal Arts and Head of the Department of History, University of West Virginia, will offer courses in **American History**.

**John Merle Coulter, Ph. D.**, Head of the Department of Botany at the University of Chicago, and one of the best known authors in Botany, gives a course in **Organic Evolution**.

**Lindsay Rogers, Ph. D.**, Lecturer in Government at Harvard and Columbia Universities, is scheduled for courses in **World Politics and Problems of Reconstruction**.

**Glen Levin Swiggett, Ph. D.**, Specialist in higher Commercial Education, Bureau of Education, Washington, D. C., will give courses on **World Marketing and Latin-American Relations**.

### General Announcements

Practically the entire University staff, in addition to the visiting professors, and others who will be secured, will give work during the Summer Session. There will be public addresses each week on current topics by eminent men, which will be open to all students without charge.

For announcements, bulletins, and further information, address:

**DIRECTOR OF THE SUMMER SESSION**  
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The Arizona State Teachers' Association was held at Phoenix, December 28-30. An especially attractive program was presented, the speakers at the sections making these meetings as valuable as were those of the general assembly. Out-of-state speakers included Dr. E. P. Cubberley of Stanford University; Dr. George A. Works, Cornell University; President Henry Suzzallo, University of Washington; Miss Elizabeth McCrickett, Ypsilanti Normal School. Of Arizona educators participating were: President von Kleinsmid, University of Arizona; Dr. J. O. Creager and Professor A. O'Neal, University of Arizona; President A. J. Matthews, State Normal School, Tempe; Superintendent John D. Loper, Phoenix; Superintendent C. F. Philbrook, Bisbee; State Superintendent C. O. Case and State Superintendent-elect Miss Elsie Toles.

The student body presidents of six high schools in Los Angeles have effected a compact organization for the discussion of questions of common interest, and the working out of effective relations with the system as a whole. This is an example of helpful co-operation, a willing union of effort that may well be copied in other cities where there are two or more such schools. Here are congratulations to the body through Melvin Ogden, its first president.

Forty-one fraternities and sororities of the University of Nebraska, whose membership includes 1000 students, have agreed to boycott all soda fountains, theaters, cafes, and banquet halls which do not reduce prices to a scale fixed by a student fair-price committee.

Consideration of character besides scholarship will be added to the entrance requirements of Stanford University beginning next autumn. The innovation, which is expected to raise the general standard of the student body, was necessary because of the inability of the university to accommodate all applicants for admission. The new requirements will be applied to all men applicants after the first 450 and to all women after the total number of women in the student body has reached 500. Force of character, physical fitness, influence and leadership among associates and scholarship will be the qualities sought for in applicants.

As a campaign document to secure bonds for a new school building, the Citizens' Committee on Publicity of Riverview Union School District, Fresno County, issued a very attractive and effective pamphlet entitled "Rural School Consolidation." Inspirational messages were contributed by State Superintendent Will C. Wood, and County Superintendent Clarence W. Edwards, and striking extracts, giving condensed information on school questions, and policies of public improvement, were incorporated from the writings and speeches of national leaders. Cree T. Work, as District Superintendent, is the vigorous organizer of community sentiment in support of better schools at Riverview.



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Say you saw it in the Sierra Educational News

At the meeting of the American Federation of Teachers recently in annual session at St. Paul, two California teachers were elected to the Executive Council: Miss Josephine Colby, Fresno, and S. G. McLean, Sacramento.

Forty-seven six-year-old children in one room of the Woodland schools, California, have accounts in Woodland banks. It is reported that 70 per cent of the Grammar school pupils are penny and dime savers. Fine!

Affirming that "educators and psychologists have been so busy tending to the boy or girl who is not up to standard that the normal child and the child of unusual ability have been neglected," Prof. Louis Horn of Mills College, before the Collegiate Alumnae, made this statement concerning one city: "There are 6,500 children in the public schools of San Francisco who come in the 'gifted child' class, and so far as we can see there is being little or nothing done for these children who have the brains and the talent for the leadership which is so sadly needed now and which will be as sadly needed in their generation." No one knows yet just what ought to be or can be done for these children, but that the group is deserving of attention seems reasonable.

It is interesting and astonishing that the percentage of high school graduates who continue their studies in preparatory school or college is highest in Texas, followed by North Carolina and Kentucky. What is the proportion in California?

Of the 17,000 high schools in the United States, more than one-third have been established since 1890. These 17,000 schools enroll approximately 2,000,000 students. That this institution is meant to reach not the larger cities and centers of population only, appears in the fact that in nearly half of the schools reporting, the enrollment is between 27 and 100 students each. Almost 85 per cent of the schools are rural, or in villages.

As President of the Minnesota Education Association, there was elected at the November meeting, Miss Theda Gildemeister, well known to Californians and to teachers in the West generally. Miss Gildemeister has appeared acceptably before audiences in our State Teachers' Association. We have worked on the same platform with her in other states and know of her worth and ability. She is a woman of rare educational attainment, has a grasp of the problems of primary education that places her in the front rank, and handles administrative problems with ease and dispatch. Her work in connection with the State Normal School at Winona, Minn., has been epoch-making. Minnesota honors herself by electing Miss Gildemeister as President of a State Association that stands out as one of the foremost in the nation.



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From a recent bulletin of the U. S. Bureau of Education upon "Salaries of Principals of High Schools," it appears that California reports highest average annual salaries, and Kentucky the lowest. In the former, for 1919-1920, there were but four receiving less than \$1400; in Kentucky 172 out of the 225 principals belong to this group. In California, 75 principals out of a total of 235 receive \$3000 or more. In the summary of such salaries for the 48 states, California heads the list. Among the twelve highest, four are in New England, four in the far west, and Louisiana in the South, tenth in order. One is surprised to find Michigan forty-second, Ohio thirty-sixth—less than Arkansas, Mississippi, Delaware or Florida. The greatest increase in salaries has been in the South Atlantic Division, eight states from Delaware to Florida, 34.8 per cent; and the smallest increase in the North Atlantic, from Maine to Pennsylvania.

Ohio is reported as seriously considering a school year of 48 weeks, divided for administrative purposes into four terms of 12 weeks each. Superintendent of Public Instruction, Vernon M. Riegel, offers some convincing arguments.

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The fathers of students in one high school in Philadelphia, the Frankford, have a "Fathers' Association." That this is not a perfunctory body appears from the fact that "at many of the monthly meetings more than 1000 members have been present." The organization has been, during the eight years of its history, instrumental in bringing about the erection of a \$1,000,000 new building; a 7-acre playground and athletic field; financial support for athletic, literary, dramatic and musical activities of the school; and five scholarships for graduates of the school who need financial assistance to gain college education. What an achievement for one school! And worthy of imitation.



In a recent issue under caption "The Board of Education of Cleveland" etc., we spoke of the work being done by the students of the high schools of Cleveland in the issuance of school papers. Under date of December 17th we have from the Los Angeles High School this note: "Los Angeles High School has done this (issuance of school paper by high school students) for ten years. Besides it teaches bookkeeping and business management and advertising in connection with the paper, and turns over into the school's treasury about \$300 per year. (Signed) Blue and White Weekly."

This is a good showing. The article in question did not carry the impression that the schools of Cleveland were the only ones where the high school students have the opportunity of issuing the school paper. In a number of our high schools in the State of California, this work is done admirably. It connects up well with English and other school subjects. We can see great possibilities here for correlation with the work in bookkeeping, business management and advertising as suggested by the Blue and White Weekly. Evidently the Los Angeles High School is taking advanced place at this line.

The Idaho State Department of Education has established at Lewiston State Normal School a bureau of educational tests and measurements, which is planned to serve as a central agency and clearing house in the field of tests and measurements throughout the state. So far as is now known, Idaho is the first western state to adopt a thorough-going system in the administration of educational and mental tests. Over thirty-five thousand tests have been given in reading, arithmetic, language and grammar, and in general intelligence. The results of these tests have been tabulated and put into such form as to make them generally available. In addition to the larger cities and towns, eight counties of the state are now using tests and measurements under the direction of the bureau and with the co-operation of county superintendents and the rural department of the Lewiston State Normal School. A bulletin showing the detailed results of the work done this far will be published this spring.—Idaho Educational News.

Tuition fees will hereafter be imposed upon students from other states in attendance at the University of California. This fee for non-resident students will be increased from \$20 a year to \$150. It is stated by President Barrows that 20 per cent of the entire enrollment of students will be affected by this increase in tuition fee. A recent report from the President's office gives the number of non-resident students as 1151. The entire enrollment shows an increase of 30 per cent or 37,480. This is a lead of several thousand over the attendance at Columbia University. This number includes, of course, all resident and non-resident students and those in attendance at the Southern Branch.

## SUMMER SESSION

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New York State has one newspaper circulated for every 2.2 inhabitants, Massachusetts about the same, and California third. Mississippi has but one copy of a newspaper printed in that state for every thirty-eight residents of the state. The press is a great education. To neglect the current journalistic discussion is next to neglecting the school. Maybe the neglect of either carries with it the neglect of the other.

William Wrigley, Jr., owner of Catalina Island, has offered the city of Avalon a free site for a new public school building and has also agreed to erect a building on the site to cost from \$40,000 to \$50,000 and give it to the city. The offer was accepted by the Board of Trustees. The growth of Avalon and of the population of the island has been so rapid that half-day classes have been necessary. This expedient may now be abandoned, for Mr. Wrigley has donated the use of Sugar Loaf Casino for school purposes until the new building can be completed.

There are being made throughout the country today numerous experiments in school spelling. At the Ripon, California, grammar school, Principal E. E. Haugh and his associates have been carrying on some work with unusual success. Every day each teacher finds the average per cent for her class by taking the total number of words spelled correctly and finding the per cent which this is of the total number of words spelled. At the end of the week these daily reports are compiled. The first of the following week a report is given of the weekly average for each class. This has a tendency to stimulate the poor spellers to greater efforts. In one grade the class average runs from 84 to 96% in 13 weeks. The school average was 97.26%, and the lowest class average was 95.61%. "To further test our spelling efforts," says Principal Haugh, "we are using Chapman and Rush's lists of words from the 'Scientific Measurements of Classroom Products' and find that we run above the average."

Robert White, principal of the Antioch grammar school, has been made assistant to the Contra Costa County Superintendent. To succeed him, Roy Huffman of the Pittsburg schools will be transferred.

If present plans mature the Chico school district will, in the near future, have a new \$700,000 high school building. The structure is already under way.

It has been charged by officers of the American Legion that there are approximately 8699 disloyal members in the teaching body of the United States. If there be 8000, or one-tenth of the number, they should be discovered and removed. Supt. Wood has said the license of every such person, proved to be such, shall be recalled.

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The recovery of the so-called bad boy is the best protection against crime, besides being a preventive. For ten years Chief August Vollmer, co-operating with the public schools and with parents, has sought out the wayward, the refractory, the idle, the viciously inclined, the nascent law-breaker,—to regain their confidence and restore their self-respect. A special group of officers is detailed to study, advise and comrade them. The boys are given responsibility and a degree of authority. They are studied scientifically, and charts and records are kept of the progress. The plan is to be extended to a like class of girls. Here is more than a mere suggestion for teachers and parents in the handling of perverse, idle and ill-conditioned youth. The discovery and stimulation of whatever wholesome faculty a boy has is one of the teacher's first obligations.

One of the eminent recent visitors to California has been Dr. Junius L. Meriam, Professor of School Supervision and Superintendent of University Schools, University of Missouri. Dr. Meriam lectured before school audiences in Alameda County under the direction of Acting County Superintendent David Martin; in San Francisco, under the auspices of the San Francisco Teachers' Association; at the San Jose State Normal and at San Diego and other southern points. His message followed the general lines of the theory and practice expounded by him in his recent book, "Child Life

Say you saw it in the Sierra Educational News



and the Curriculum," a book which has stirred wide and deep interest in educational circles. Dr. Meriam's genial personality endeared him to all with whom he came in personal contact.

O. E. Suedigar is responsible for the statement that, with two state prisons—capacity, 3500 inmates—full all the time; fifty-eight county jails, most of them full all the time; city jails throughout the State continually filled; the feeble-minded home at Glen Ellen—capacity, 1600—always crowded to the doors, and five hospitals for insane and a small army of destitute poor in county hospitals, California spent last year \$37,000,000 on a non-productive, destructive and potentially criminal class.

"From the standpoint of community environment, we find that the greatest amount of delinquency comes during the leisure time of the boys and girls, in hours outside of school or work, and naturally the hours after nightfall. We find the greatest number of delinquents come from the poor homes, homes where conditions are abnormal through poverty, ignorance, foreigners and economic strain to make both ends meet. Many working boys and girls go out on the street and get amusement in gangs, at dance halls, cafes, auto and motorcycle rides, and take recreation in a hundred different ways of unsupervised activity. We are at fault because we have not provided opportunity for clean, healthful amusement for this type of boy and girl. The school playgrounds simply provide recreation during the daytime. The trouble brews chiefly after night. The establishment of municipal clubhouses in different parts of the city for boys and girls at night would meet this need. I think it is a municipal obligation."

Indiana is doing some very progressive school work. The project method is fast becoming a habit in the schools. "Purdue University officials show that 19,162 Indiana boys and girls out of 27,275 who began various farm projects completed their work last year and made profits of \$250,000. This year it is expected that 80 per cent will complete their projects. County agents have been assisted by county school superintendents, vocational teachers, township trustees, farmers and others.

"Boy and girl club programs constitute another effort to keep boys and girls on the farm. One club may have for its project the raising of pigs; another bread baking, canning or other kinds of housework. Colt clubs, calf clubs and other livestock ventures interest boys. Such efforts have benefited the members themselves and brought about a different feeling between father and son."

"There was a day when boys worked on the farm because they were farmers' sons. No wages were paid. Board and clothing were considered sufficient. Spending money rarely came and, although the boy worked hard and long, he shared in none of the profits from his labor. The newer idea is to permit boys and

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girls to own livestock. Frequently they are able to exhibit better calves, pigs or colts than their fathers have been able to raise. The boys and girls learn to have a proprietary interest in the farm. Instead of considering the work a necessary evil, to be endured until such time as they may migrate to cities, they come to view the land as the place where they had best remain."

This is all very good; but the school man is led to wonder why this new and vaunted and really very promising device is not more generally applied to other knowledges and interests of the school as well as to pigs and household arts. In the vacation period of 1920, 684 pupils in one Los Angeles school earned nearly \$92,000. Whatever may be said of their many frivolities, some youth are learning to do as well as know.

Thirty teachers of the San Francisco corps have registered with the University of California to study the Junior High School as an administrative unit in the school system, the conditions of certification, its curriculum and teaching.

# California Teachers' Association

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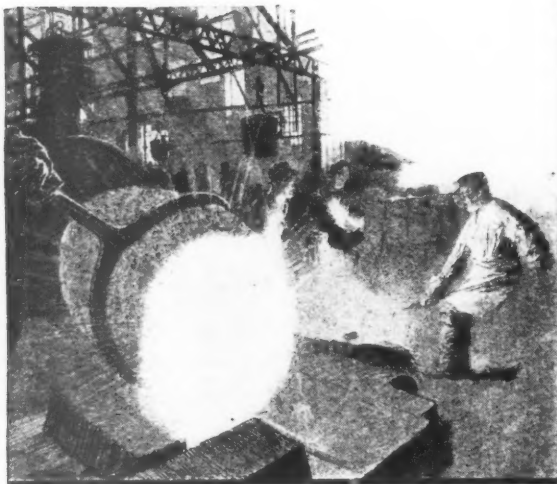


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